

WISCONSIN PERKINS V

FAQ

Perkins V Structure and Key Tenets

1. What is the focus of Perkins V?

Perkins V largely maintains the structure and key tenets of the previous law, focusing on CTE program improvement, data, and accountability. It maintains a commitment to driving improvement of CTE through programs of study.

2. What are the application requirements?

Perkins recipients must:

- Apply for an allocation of at least \$15,001
- Meet the requirements of at least one state approved POS or career pathway
- Employ a licensed CTEC (or LVEC) to coordinate, lead, and advance CTE programs
- Complete a local needs assessment and provide the results
- Answer the federally required application questions
- Submit annual reports
- Sign federal, state, and program assurances

Comprehensive Local Needs Assessment (CLNA)

3. When will the CLNA need to be completed in relation to the Perkins application submission of April 30, 2020?

Because the CPA application process typically begins in early March, it would be advisable to make February your deadline for the comprehensive local needs assessment. The first question on the Perkins V application asks for the results of your CLNA, which should include your identified needs and gaps, and the strategies for addressing those gaps in order to complete your application and your budget.

4. Is there a guiding document that DPI is preparing to help LEAs conduct the CLNA?

Yes, go to the Wisconsin Guide to Conducting the Comprehensive Local Needs Assessment on the Perkins V webpage.

5. Will we need to address the federal core indicators?

DPI is in a transition year. New performance measures are being determined so LEAs will not have to address missed indicators from Perkins IV. However, analysis of performance on federal accountability indicators is a requirement of the CLNA.

Stakeholder Involvement

6. Is stakeholder input required?

Yes, for both the needs assessment and the development of the responses to the grant application. A district or consortium must engage in consultation with stakeholders in the area served by the agency. Such stakeholders must include, but are not limited to the following:

- Educators (such as teachers, counselors, administrators, support personnel)
- CTE personnel from postsecondary educational institutions
- State or local workforce development board
- Local or regional business or industry
- Parents
- Students
- Representatives of Special Populations
- Regional or local agencies serving out of school youth, homeless and at-risk youth
- Indian tribes or tribal organizations where applicable
- Local or regional work-based learning partner

7. What input do stakeholders provide in the needs assessment?

Stakeholders provide input on the evaluation of the six focus areas of the CLNA. You will need to provide participant information related to who participated, how they participated, and what area they participated in. Areas of the CLNA include:

- student performance
- labor market alignment to POS/career pathway
- size, scope, quality and program evaluation
- educator recruitment, retention and training
- equity and access of special populations in CTE

8. Is the stakeholder engagement group different from the CLNA leadership team?

The leadership team, referenced in the CLNA Guide, is the team that will lead the tasks and process of the CLNA. Your stakeholder groups should reflect the greater diversity of your community.

9. Who should be on the CLNA leadership team?

The makeup of the leadership team will depend on whether you're a consortium or a single district. But, at minimum, the leadership team should include at least one other administrator, in addition to the CTE coordinator and your data staff. Think about who you need to prepare communications, design strategy, handle logistics, and facilitate discussions with the different groups. Who is your ultimate decision-making authority?

10. We already have a steering/advisory committee that performs these functions. Can we use that same group for the core stakeholder group and branch out from there?

Absolutely. You don't need to reinvent the wheel. If you already have a committee that steers everything related to the district, specific members or the whole group may join your leadership team.

11. One of the stakeholder groups required for the CLNA is “representatives of Indian Tribes and tribal organizations in the State, where applicable.” What does “where applicable” mean?

Wisconsin CTE is adopting the same guidance on this question as Section 8538 of ESSA, which requires LEAs to consult with tribal nations before making significant decisions to ensure meaningful contributions are made. Please refer to ESSA's "[Affected LEAs](#)" document for clarification on how this requirement affects you.

12. What agencies serve out of school youth, homeless, and at-risk youth?

This varies from community to community but could include the Salvation Army, Boys and Girls Clubs, homeless shelters, churches, ethnic or cultural organizations, county independent living or transitional living programs, and other organizations that support students as they transition from high school to adulthood, employment, or postsecondary education.

The Consortium's Role

13. If a district is part of a consortium, do all the districts have to conduct a needs assessment?

No. Participating districts combine the funds to jointly carry out Perkins V activities. The CLNA results for a consortium will include the strengths, gaps, needs of the consortium as a whole. This includes program goals and activities that will be carried out to address gaps and increase the quality of CTE programs and student performance outcomes.

14. From the consortium perspective, will we need to address the CLNA by geographical locations or combine them into one?

You'll just need one CLNA for the consortium. Within the results, you may determine that breaking it out by region or districts makes sense. If one region has a booming industry that has been working closely with a technical college, for example, it may be advantageous to break it out that way.

15. If the fiscal agent applies for the grant on behalf of a consortium, does that fiscal agent then distribute the money to the other districts?

The lead agency (fiscal agent) of the consortium applies for the funds on behalf of the consortium. The lead agency provides services that benefit the consortium as a whole. Every consortium must have a Memorandum of Understanding (MOU) or contract that includes a list of all consortium members with signatures of the superintendents of the districts in the consortium and lists the responsibilities of the lead agency and participating LEAs.

Implementation Process

16. Where can I find the final text of the law as passed that the president signed?

The official public law is available [here](#).

17. According to the law, the State must define certain indicators as well as size, scope, and quality. Who will make those decisions? Has it already been decided?

Definitions and parameters for indicators have not yet been determined. The Department of Public Instruction (DPI) and the Wisconsin Technical College System (WTCS) are in the process of putting together opportunities for stakeholder input on the future goals for quality CTE programs in Wisconsin.

18. What is the status of the Perkins State Plan development? What is the timeline? Who is involved with that process? Who from the CTE team is involved?

Gaining stakeholder input, making informed decisions, and developing the plan is a cooperative process between the WTCS and DPI CTE leadership. A timeline will be posted in early March outlining opportunities for local education agencies (LEAs), community, and industry stakeholder input, as well as other important dates.

19. LEAs will have to complete a comprehensive needs assessment. Will there be a state-produced tool that we'll all use? Will that be part of the transition year, 2019-2020?

DPI has created the CLNA Guide and is in the process of developing a template to help LEAs organize the information they collect as a part of the CLNA process. The assessment will be expected to take place between July 2019 and February 2020 in advance of (and in preparation for) the 2020 Perkins application.

Accountability

20. What are some of the changes to the accountability system?

There are a number of changes to the accountability system. Regarding process, states will no longer specifically negotiate performance targets with the U.S. Department of Education but, rather, will include those targets in their state plans for approval. A new definition of a CTE concentrator is included in the law, and each accountability measure is linked to that definition (which at the secondary level is a student who has taken at least two courses in a single program).

Funding

21. Did the reauthorization appropriate any increased funding?

In short, no. Perkins funding will still continue via the appropriations process each year, and policymakers will determine if funding will be below or above the authorized funding levels each year. Allocations will be determined through the same formula as in the past.

22. How may funds be used?

Perkins V requires that the funding local recipients receive under Perkins be utilized for initiatives aligned with the results of the local needs assessment in order to target unmet needs.

Other

23. Perkins V references support for Career Technical Student Organizations (CTSOs). How does that translate to the ability to use funds to “grow” local CTSOs and support other CTSO-related activities such as membership, travel, and participation in competition?

Funds may be used to support participation in CTSOs, particularly through the State Leadership allotment, and to increase participation of students who are members of special populations. Preparation for and participation in competitions that is aligned with CTE program standards and curriculum is permissible.

Perkins V does not directly address travel, however the non-supplant provision requires that funds may only supplement state and local resources currently being used for activities. In order to test for non-supplant compliance, auditors are required to look at the source of funding in the prior year. So, if a district used local funds to pay transportation costs to a skills competition in 2018, they would not be able to use federal funds in 2019.